



National Congress Bulletin

FEBRUARY 1952

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 19, NO. 6

Dear Friends:



Mrs. John E. Hayes

FOUNDERS Day presents to us a double opportunity. First of all we honor our Founders, Alice McLellan Birney and Phoebe Apperson Hearst, whose vision, courage, and resourcefulness brought into being the greatest lay-professional organization the world has known. We are aware that after fifty-five years the ideals they advanced and the program they projected are still appropriate for guiding conscientious citizens of today, if those citizens are interested in the well-being of children and in a society in which children may develop the fullness of their innate powers.

● Still, we do not glorify these two no-

ble women simply because they were noble women but because the leadership they gave marked a turning point in the public attitude toward children and their right to homes that provide not only adequate shelter, food, and clothing but also love, and protection from inappropriate labor and from those forces in the community that are destructive to character and peace of mind. We pay tribute also to their far vision, which brought into being the idea of partnership between parents and teachers in the great business of education.

● Secondly, Founders Day offers to us an opportunity to make known to members and nonmembers the Objects, philosophy, and ever widening program of the parent-teacher movement. This is the day when we may recount our achievements and tell the public with justifiable pride how those achievements have contributed to a favorable environment for children and youth.

● This is the time when we may explain in careful detail just what we mean by those five powerful Objects, pledging to *promote*, to *raise*, to *secure*, to *bring*, and to *develop*, each one epitomizing a

vigorous, unceasing search for the way to enriched family and community living.

● This is the time we will broadcast through every avenue of communication open to us the plans we have laid for moving toward the ideal expressed in our theme: "The Citizen Child—His Destiny, a Free World." Again we will try to enlist the interest of every teacher as well as the parents of every preschool and school-age child in the community. We realize that if enough of us care enough, we can attain almost any worthy goal we decide upon.

● When I was a council president, it was my good fortune to know Mrs. David O. Mears, the originator of Founders Day. She said with firm conviction, expressed with gentle vigor, "The success of the whole Congress depends upon the dedication of our local leaders. Because they are willing to put away all thought of self-seeking and devote themselves to the struggle toward a better world, the public is beginning to recognize that children are the promise of that better world."

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© Indianapolis Convention and Publicity Bureau

One of the most impressive buildings in Indianapolis, Indiana—where the national convention takes place from May 19 to 21—is the one on the right in this picture. It was erected by the American Legion and serves as the national headquarters for the organization's many and varied activities.

(Continued from page 1)

● Founders Day gives us occasion to demonstrate to the nation, beginning in our own community, that so long as there are ideals to be passed on from one generation to another there is great work to be done by the parent-teacher association. Better than that, we will demonstrate the various ways in which the P.T.A. is accepting its responsibility for social progress through a steady, day-by-day effort to improve the home, enrich the school, and safeguard the neighborhood environment. We do not fear the road ahead so long as—

*Together we build in faith,
That the sons of our sons may be
Ready to merit and hold
This hard-earned victory.
Together we build in love, that every
child may know
The gift of noble grace a good home
may bestow.
Together we build for peace, for the
right of each man to give
The fruits of his labor and skill,
That all men in freedom may live.*

Faithfully yours,

John E. Hayes

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

• 1952 NATIONAL CONVENTION •

Indianapolis, Indiana • May 19-21

If you are going to attend the national convention in Indianapolis, Indiana, May 19-21, you should make arrangements as soon as possible for hotel accommodations.

The first step is to write to your state congress office for an official application form. In filling out this form please indicate clearly your first, second, and third choice of hotels, selected from the list below.

Will you also be sure to show on the application (1) the names and addresses of all persons for whom reservations are being made, (2) the exact date and hour of your arrival, and (3) the exact date and approximate hour of your departure.

When you have completed the application form, mail it to the hotel that is your first choice. Should all the rooms that have been set aside for our use in this particular hotel be spoken for, your application will automatically be forwarded to the hotel that is your second choice or will be sent on to your third choice, if necessary.

Hotel	Address	Single Rooms	Double Rooms (double bed)	Double Rooms (twin beds)	Suites
Antlers	750 North Meridian St.	\$4.25 up	\$6.25 up	\$8.50-\$10.50	\$13.00-\$16.00
Claypool (the official headquarters)	Washington and Illinois Sts.	\$4.60-\$8.00	\$6.30-\$10.35	\$6.90-\$11.50	\$11.50-\$23.00
Lincoln	117 West Washington St.	\$4.50-\$7.50	\$6.50-\$10.00	\$9.00-\$11.00	\$18.00 up
New English	6 West Michigan St.	\$2.00-\$3.50	\$3.00-\$6.00	\$5.00-\$7.00	\$7.50 up
Severin	201 South Illinois St.	\$4.50 up	\$7.00 up	\$9.00-\$12.00	_____
Sheffield Inn	958 North Pennsylvania St.	\$3.50-\$5.00	\$6.00-\$8.00	\$7.00-\$8.00	_____
Spink Arms	410 North Meridian St.	\$3.50-\$7.00	\$6.00-\$12.00	\$7.00-\$12.00	\$8.00-\$12.00
Washington	34 East Washington St.	\$4.25-\$6.00	\$5.25-\$8.00	\$8.50-\$9.50	\$12.00

Nominated for National Officers

● Four national officers will be elected at the annual convention at Indianapolis, Indiana, May 19-21. The following list of nominees has been presented by the nominating committee of the National Congress:

President, Mrs. Newton P. Leonard, Providence, Rhode Island

First Vice-president, Mrs. Rollin Brown, Los Angeles, California

Secretary, Mrs. E. L. Church, Kalamazoo, Michigan

Treasurer, Dr. John W. Headley, Brookings, South Dakota

Each of the candidates has accepted the nomination, and each is well qualified to serve the Congress in a post of great responsibility.

Members of the nominating committee are Mrs. R. R. Smith, North Dakota, chairman; Mrs. Sydney W. Burton, Rhode Island; Mrs. Ruth Gagliardo, Kansas; Mrs. G. W. Luhr, California; and Mrs. T. J. Mims, South Carolina.



Mrs. Leonard



Mrs. Brown



Mrs. Church



Dr. Headley



How OUR LEGISLATION PROGRAM IS AUTHORIZED

MRS. ROLLIN BROWN, *Chairman, Committee on Legislation*

NATIONAL CONGRESS OF PARENTS AND TEACHERS

THERE ought to be a law!" At least half the time the events that cause this heated comment could be prevented if provisions of existing statutes were understood, observed, and enforced, but upon occasion new legislation is needed. What do you do about it? What does the National Congress of Parents and Teachers do about it? Perhaps you have read the current legislation program of the National Congress printed in the December 1951 issue of *National Congress Bulletin* and have wondered how the items were selected.

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To begin with, authority for a legislation program is contained in the Objects of the National Congress, found in Article II of the National Bylaws and printed on the back of each membership card, in the *National Parent-Teacher*, and in many other Congress publications:

"To secure adequate laws for the care and protection of children and youth."

Any group wishing to carry on any kind of effective program must have rules of procedure. Accordingly the National Board of Managers, acting under authority vested in it by Article VIII of the National Bylaws, has set up procedures governing the legislation program. The Board consists of the:

- Fifty state presidents (elected by the fifty state branches)
- National officers (thirteen in number, elected by accredited delegates at national conventions)
- National chairmen of standing committees (thirty at present, nominated by a committee of the Board and elected by the officers and state presidents)
- President of the *National Parent-Teacher* magazine

It will be seen therefore that the Board

is a representative body, chosen democratically.

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Determining the Program

• A special program committee on legislation is appointed by the president and must consist of the:

- *First vice-president*
- *Second vice-president*
- *Five state presidents*
- *Two national chairmen, one of whom must be the chairman of the standing Committee on Legislation*

Please note that the state representatives are in the majority on this committee.

The aforementioned program committee on legislation studies "such national legislation as directly affects children and youth" and makes recommendations to the National Board as to action "upon such measures as come within the purview of the Congress."

These and other quotations are from the *National Congress' Policies and Procedures*.

In addition, any legislative matter coming before the National Board of Managers is referred to this committee for study and recommendation before action is taken. Any parent-teacher member or parent-teacher association may bring matters felt to require legislative action to the attention of the National Board by writing to the national president, the national chairman of Legislation, or to the National Office. Considerable weight will be added to these suggestions if they come through regular state congress channels, for then they will be recognized as the considered opinion of more than a small segment of the membership.

Between meetings of the Board, the program committee on legislation has the authority to make final decisions, provided such action is in line with previously established policies of the National Congress. In emergencies the unanimous consent of the president, the first and second vice-presidents, the chairman of the standing Committee on Legislation, and the chairman of the subject committee involved must be obtained before action is taken. The emergency procedure is very rarely used.

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Steps to Effective Action

• Following is the general statement of policy that governs the selection of proposals for legislative action:

The National Congress is concerned with such basic issues as may lead to legislation affecting the welfare of children and youth in the fields of education; social and economic well-being; child labor and environmental situations, including radio, motion pictures, television, press, recreation, and safety education in its broadest sense; and affecting federal research agencies in education, health, juvenile protection, and home-making. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations.

Pursuant to this policy, the program committee on legislation formulates guiding principles for determining the types and kinds of legislation that relate directly to the welfare of children and youth. These principles must be approved by the National Board of Managers and by at least thirty state congresses before becoming the policy of the National Congress.

A prescribed routine is followed in adopting the program, including both policies and specific measures. The most important steps are these:

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(Continued from page 3)

1. Proposals involving legislation must be presented in writing to the program committee on legislation at least thirty days before the meetings of the committee.
2. Any measure approved by a majority vote of the committee must be included in the recommendations to be submitted to the Board of Managers.
3. Recommendations must be presented to the Board at least twenty-four hours before a vote is taken.
4. Upon a favorable vote of the Board of Managers, *not less than 50 per cent of the state presidents being present*, legislation approved is referred to the state branches for careful study and action.
5. When a proposed legislative item has been approved by the boards of managers or by the state conventions of at least thirty states, it is included in the active legislation program of the National Congress. For clarity, the program is divided into four sections:
 - *Policies*
 - *Active program, where specific items are listed*
 - *Inactive program, measures previously endorsed but for which no legislation is pending at present*
 - *Recommendations for state congresses, a series of suggestions concerning areas in which state legislation is often needed.*

After items have been placed on the active program by approval of more than a majority of the state congresses, each acting in accordance with its own procedures, responsibility for National Congress action rests with the standing Committee on Legislation.

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Washington Legislation Committee

• To assist the chairman of the standing committee, the Board of Managers has authorized the establishment in Washington, D. C., of a Washington legislation committee. The persons who comprise this committee are selected by the national chairman of Legislation, and the selections are approved by the Executive Committee of the National Congress. All members of the Washington legislation committee—at present six in number—are parent-teacher members and, of course, all serve in a volunteer capacity.

The work of the Washington committee is directed by the national chairman of Legislation. None of its members formulate policies or make statements or commitments for the organization, but they may file statements prepared by the national president or the national chairman of Legislation. They act as observers, collect information, represent the national chairman when necessary, relay information to legislators concerning the stand or policy of our organization on measures being considered, and assist in furthering the progress of measures on the active legislation program of the National Congress.

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Program Widely Distributed

• The complete national legislation program is published twice annually in the *National Congress Bulletin*. The *Bulletin* is mailed to 37,014 local presidents and to more than five thousand other parent-teacher leaders at national, district, and council levels. Reprints of the program are also made available free in large quantities for distribution by state congresses at state conventions, schools of instruction, and district and council meetings.

It is apparent therefore that everything possible is done to assure democratic procedures in the adoption of the legislation program of the National Congress of Parents and Teachers. This program does not and cannot exist as something apart from the will of the membership concerning children's needs as they have been discovered within the several states. It can be effective only to the degree that the membership supports it by continued study, vigorous efforts to publicize its objectives, and persistent drive for action.

NATIONAL CONGRESS BULLETIN

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Magazine News

• **"Grandmother,"** an article about Phoebe Apperson Hearst, is published in the February issue. It was written by her grandson, William Randolph Hearst, Jr. You will enjoy reading this special Founders Day feature.

• **What's Happening in Education?** In the February issue Dr. Boutwell answers this question:

Practically all the teachers in this city, including me, are being publicly charged with neglect of duty, and frankly I'm burned up. The newspapers say we are not teaching children how to spell. They say we don't even teach them how to tell time—or what letter comes before M in the alphabet. Why should we teachers be expected to do everything?

Please call Dr. Boutwell's department in the National Parent-Teacher to the attention of your school education chairman. And don't forget that these questions and answers are easily adaptable to radio broadcast use.

• **The greatest gains.** The following ten state congresses showed the greatest gains in subscriptions to the *National Parent-Teacher* for the period April 1 through December 31, 1951:

New Jersey	1358
Tennessee	1253
Florida	1163
Kansas	1110
Indiana	994
Illinois	989
Ohio	903
Pennsylvania	892
Michigan	618
Alabama	611

• **Sample copies.** A number of parent-teacher associations have informed us that after circulating the sample copies among their members, they have collected the copies, mounted them in loose-leaf note book covers, and given them to the maternity wards of local hospitals. What have you done with the copies sent to your association?

• **Readers' Guide.** We are told that *Readers' Guide* does not list the *National Parent-Teacher* because parent-teacher members do not ask for it when they are searching for reference materials. Please make it a point from now on to inquire for our Magazine when you visit your local library. There isn't any better parent education reference material available than that found in the *National Parent-Teacher*. There is no reason why those who purchase magazines for libraries should not give it the consideration it deserves. Please call this to the attention of your reading and library service chairman.

• **Five-cent promotion fund.** Don't forget to let your magazine chairman know that five cents may now be deducted from each \$1.25 annual subscription. This deduction is to be used for expenses incurred in collecting subscriptions and forwarding them to the magazine office in Chicago. However, in order to comply with established policies, the regular subscription rate must not be reduced.

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Mrs. J. K. Pettengill
President of the National Congress of
Parents and Teachers from . . .
1937-1940

AN anniversary occasion such as this brings us a threefold challenge: to understand the past, to evaluate the present, and to face the future.

The Forward Look must always be related to a backward look, which reveals all that was of abiding value in the old. Thus in retrospect we may discover from the experiences of the pioneers how the finest values of our organization were preserved and safeguarded in the past and how we may crystallize and hold them for the future.

ACHIEVEMENT

The word for the past is *achievement*. From record, history, and memory we gather the threads of the enduring story of things accomplished, tasks completed, victories won. All are woven into the fabric of the movement and into the lives of children and young people, of parents and teachers.

The present, too, has a part in the Forward Look! For it is always in terms of today that the movement finds expression. In today's interpretations and today's applications of the permanent and foundation principles lies the basis for a continuing and progressing movement in the future.

ACTIVITY

The word for the present is *activity*. The achievements of today can be expressed only in terms of doing and being, of building and thinking, of creating and maintaining. Finding its stimulus and its inspiration in yesterday, the movement of today is a living and impelling one only as it reveals itself in the active and devoted response of its many members.

Only intangible values remain as the years pass. A playground may be swal-

A Forward Look

FOR FOUNDERS DAY

By Frances S. Pettengill

lowed up in the growth of a city, but the ideal it expressed, the joy that it brought to children and to those who planned it, lives on. Responsibility for the clinic and the health project may be assumed by other groups, but the concern for childhood that prompted its establishment is a precious heritage forever. The courage and devotion expressed through each act of service still remain, warm and animating, at the heart of the movement.

INSPIRATION

The word for tomorrow is *inspiration*, and therein we find our Forward Look. As we meet the shifting challenges of each succeeding day we grow in understanding and confidence. It is in this meeting of each new challenge that we take a further stride toward the future—a future that differs from the past without losing any of its devotion and courage; a future which differs from the present in its new and unguessed activities, founded though these activities are upon undertakings and high ventures of today.

The Forward Look reveals once again, as it has in the past and always must, a great group of people united in purpose and endeavor, devoting their effort and their loyalty to the task of creating a world where children may grow up happy, healthy, noble, and free—a world of parent-teacher dreams and aspirations come true.



At its 1951 Founders Day celebration the Ira Allen P.T.A. of Burlington, Vermont, honored the school principal, Mary K. McDermott, with the gift of a life membership. Pictured here Miss McDermott receives an orchid from one of her first pupils, Nina Cram, who is now a teacher herself.

Are You Coming to Indianapolis?

Have you made your plans to attend the 1952 convention of the National Congress at Indianapolis, Indiana, on May 19, 20 and 21?

It will be a wonderful opportunity to greet our national officers, to ask questions about parent-teacher problems, and to hear well-informed men and women make their commentaries on present-day conditions in our own country and throughout the world.

Your local association, district, council, or state congress may pay part or all of a delegate's expenses if it wishes to do so. Such an expenditure is considered a legitimate use of P.T.A. funds.

The March issue of the *Bulletin* will bring you advance information about the convention program.

LET'S MAKE IT

7,000,000 MEMBERS

by APRIL, 1952

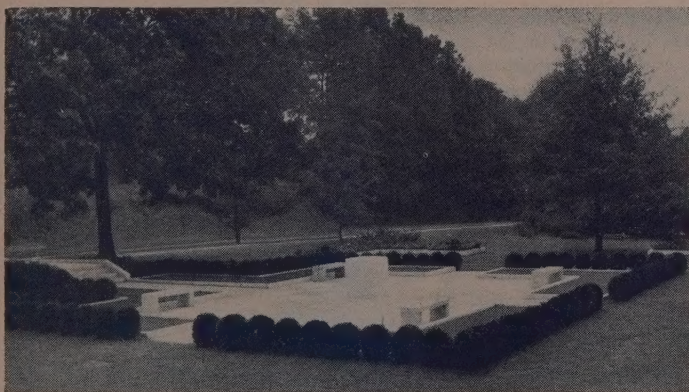
BRIEF BIOGRAPHIES OF THE FOUNDERS

ALICE McLELLAN BIRNEY, in whose mind the idea of a National Congress of Mothers was first conceived, was born October 19, 1858, in Marietta, Georgia, of Scotch-English parentage. Her earliest education took place in a private school, for at that time public schools were not numerous. Later she attended the Atlanta high schools and Mount Holyoke College.

As Miss McLellan, the Founder enjoyed from childhood up the advantages of a home atmosphere of intelligence and cultivation. Her naturally thoughtful habit of mind was strengthened by broad and skillfully directed reading. She married Alonzo J. White of Charleston, South Carolina, who later died, leaving her one daughter. Several years later she married Theodore W. Birney and moved to Washington. Two daughters were born of this marriage.

Mrs. Birney had the full sympathy and cooperation of her husband in her aspirations toward building a better world for children. In 1895, at Chautauqua, New York, she revealed her plan, and in the following year she explained it to the General Federation of Women's Clubs, which accorded it much interest. In 1897 she met Phoebe Apperson Hearst, who became co-Founder with her of the new organization. In the very year in which the National Congress of Mothers reached its successful realization Mr. Birney died. Mrs. Birney, however, a woman of resolution as well as of vision, carried on in spite of her grief.

The National Congress of Mothers, later to become the National Congress of Parents and Teachers, was successful



Dedicated to "a great woman who made a great dream come true" and created in memory of Alice McLellan Birney, the Birney Memorial stands on the high school grounds at Marietta, Georgia, Mrs. Birney's girlhood home. Surrounding the main memorial is the Plaza of States, composed of stones from every commonwealth in the Union. The marble shaft was unveiled at a formal dedication on the afternoon of Sunday, September 27, 1942, by Alice Birney Robert, great-granddaughter of the Founder. It stands as a perpetual reminder of the original concept and purpose of the National Congress of Parents and Teachers.



Mrs. Birney



Mrs. Hearst

from the beginning. Mrs. Birney served as its first president. She died in 1907.



PHOEBE APPERSON HEARST was a daughter of pioneers; her father came from Virginia and her mother from South Carolina. Mrs. Hearst was born December 3, 1842, on a farm near St. James, Missouri, and in her childhood attended the local district school. She became a teacher at the early age of seventeen; her first teaching position was in St. James. This early experience was a factor in establishing the lifelong interest in children for which her career was notable.

Later she married George Hearst of San Francisco, California, who was interested in gold mining and eventually built a fortune thereby. The couple had one son, William Randolph Hearst.

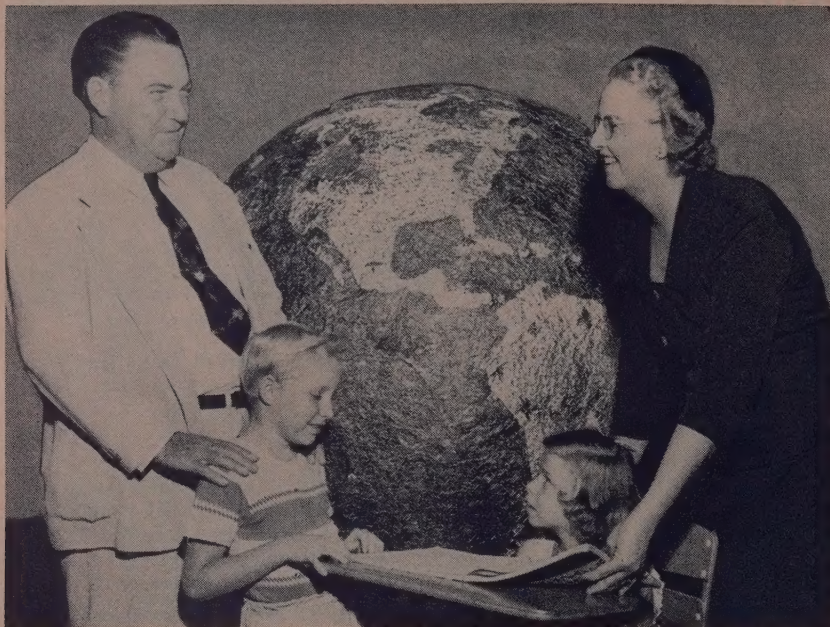
The name of Mrs. Hearst is prominently connected with the founding of kindergartens in this country. Deeply interested in all phases of education but especially in the kindergarten, she cooperated in this field wherever she could; several kindergartens were established by her.

Mrs. Hearst was a woman of wide and varied interests. She helped to build the cathedral in Washington and to found the National Cathedral School for Girls; she financed a famous exploring expedition to discover and study primitive cultures in Florida; and she sponsored explorations also in Mexico, Russia, Italy, and Egypt.

The idea of the National Congress of Mothers, as advanced by Mrs. Birney, at once struck a responsive chord in Mrs. Hearst's mind. She became a thoroughgoing supporter of the cause, giving time and personal service as well as financial help. She died in 1919, having performed many services for the Congress.

Please send your Founders Day gift to your state congress treasurer or state office. The Founders Day gift should not be sent to the National Office because one half of it is kept by your state congress, and the division should be made by your state before the national portion is sent to the National Office.

What Our Parent-Teacher Groups Are Doing



James T. Wilson, superintendent of schools, and Mrs. J. A. Curry, council president, are shown with Tommy Long and Donna Lloyd, two of the participants in the program "The Citizen Child in a Classroom World," presented by the Dade County Council of Florida.

The Citizen Child in a Classroom World

The work of the schools of Dade County, Florida, was dramatically presented by the county's P.T.A. council at its first evening meeting recently. Although the program was planned primarily for those unable to attend regular daytime council meetings, it also gave an effective answer to the critics of modern school methods, who are just as active in Florida as they are in other parts of the country.

Parents and visitors gained a comprehensive understanding of present-day methods of education when 1,500 children from seventy schools presented the program "The Citizen Child in a Classroom World." Two scenes, featuring first graders, contrasted the little red schoolhouse with today's modern classroom.

Next, teachers and pupils showed how the county helps its handicapped children to take their places in everyday life. A demonstration introduced the methods used in teaching children afflicted with cerebral palsy; those with deficiencies of sight, hearing, or speech; the slow learners; and the homebound

or hospitalized children. Dade County has several special schools for handicapped youngsters, but an effort is made to place them in regular classrooms with normal boys and girls whenever possible.

The county's vocational and agricultural schools also took part in the evening's program, and an explanation was given of the Diversified Cooperative Training course. High school students who are enrolled in D.C.T. spend mornings in class and afternoons working at a profession of their choice, such as retail selling, beauty culture, and mortuary science.

The visitors listened to music by student choral and orchestral groups and saw demonstrations by physical education, language arts, homemaking,

and science classes. They also received copies of school papers, and as they left the auditorium they were invited to examine the displays of student art and craft work arranged in the foyer.

Mrs. J. A. Curry, president of the Dade County Council, reports that an enthusiastic response was received from the capacity audience of 3,000. A similar program is being planned for next year.

The Door Is Always Open

In Winona, Minnesota, the schools and the community have been brought closer together through the Open Door Plan. Last fall a week of individual conferences between parents and teachers was scheduled in place of regular afternoon classes, and as a result 1,800 parents got acquainted with their children's instructors.

In addition to holding an open house during American Education Week the school welcomes visitors at any time throughout the year. Because work prevents many from accepting this invitation, local business firms have agreed to release employees at full pay for a two-hour yearly visit to the school.

On Business-Industry-Education Day teachers visit offices and industrial plants. Later in the year businessmen return the visit by attending regular classes at school.

Winona believes that its Open Door Plan is a positive challenge to attacks on the public schools.

* * *

Baby-sitting blues no longer vex the parents of Bristol, Vermont. A list of all student baby sitters has been prepared by the high school and is available to P.T.A. members. The students receive the standard local rate for their work, but as a special school service there is no charge when Mother and Dad are attending a P.T.A. meeting.